Julie Florin Theatre Arts jflorin@wcpss.net Broughton High School

Renee Alman ESL ralman@wcpss.net Broughton High School

 [CCSS.ELA-Literacy.SL.11-12.1d](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/d/) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Personal Monologue

Students will be able to write monologues based on a personal experience. Students will be able to write a monologue based on an interview with a student from another culture (ESL class), synthesizing their research with their original monologue to create a more culturally diverse monologue and perspective. Improvisation, emotional recall, interview questions, and speaking skills will be assessed through performance, journals, and rubrics. Completed monologues will be placed in student portfolios as a sample of their work.

Lesson 1:

1. Discuss the role of honesty in theatre.
2. Discuss the essentials of a successful monologue: talking to someone, powerful/personal emotion, and it has a point.
3. Ask the students to think of one person in their lives who has affected them – made them angrier or happier than anyone else. Write a one sentence question they would ask if they could say anything, without repercussions.
4. Have the student sit on a stool or chair, facing an empty stool or chair. Ask them to read their sentence/question. Wait a few moments in silence. The student will then read the sentence again, but continue speaking. They should speak until they are satisfied or have no more to say.
5. Student will return to their seat and write down the main points of what they improvised.
6. Students should complete a rough draft of their monologue.

Lesson 2:

1. Students will read their monologues for the class and write a personal reflection in their journals.
2. Reflection should include insights on the process and experience of writing a personal monologue, how it felt to share a personal experience with the class, and what changes (intent, point, language, and length) from improvisation to written word.

Lesson 3:

1. Students will devise three or four questions that deal with the main point/topic of their monologue. These questions will be asked to students from a different culture (using ESL classes), so they should address how the topic would be dealt with, approached, experienced by the other student and culture. Questions may need to be rephrased or made more global, not only for better understanding, but for the comfort level of the interviewee. Students may use research for additional information and deeper investigation.
2. Students will write a new monologue synthesizing their original personal monologue point of view with the perspective of a different culture.
3. Students will read/perform both monologues for the class. In their journals, the students will analyze the changes/similarities/differences between their two monologues. Does the new monologue still meet the essentials for a successful monologue? Did the point change? Did the person you are speaking to change? Was there still a strong personal connection, even though the “speaker” had changed? Has the tone changed? Students will also reflect on classmate’s monologues and the changes they hear and experience.
4. ESL students will provide reflection/feedback on cultural authenticity, use of language, personal authenticity, and the interview experience.